



SC Annual School District Report Card Summary

Orangeburg Consolidated 5 School District
 Grades: PK-12 Enrollment: 6,421
 Superintendent: Cynthia Wilson
 Board Chair: Mary Ulmer

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Good	N/A	N/A	C	N/A
2012	Average	Average	N/A	N/A	B	N/A
2011	Average	Excellent	N/A	N/A	Not Met	CA

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	1	10	5	1

* Ratings are calculated with data available by 02/03/2014. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.

PASS					
PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	67.9%	58.8%	64.9%	72.2%	66.7%
Districts with Students Like Ours**	63.2%	57.1%	55.0%	61.0%	60.1%
Average District	76.9%	73.4%	73.0%	75.7%	74.5%

PASS	2013 Reading	2013 Math	2013 Science	2013 Social Studies	2013 Writing
	% Exemplary	% Exemplary	% Exemplary	% Exemplary	% Exemplary
District	28.3%	20.8%	15.2%	29.2%	23.5%
Districts with Students Like Ours**	25.2%	18.8%	10.8%	19.5%	18.3%
Average District	41.7%	35.6%	23.9%	36.9%	33.8%

HSAP			
HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	71.8%	16.9%	11.3%
Districts with Students Like Ours**	67.1%	18.1%	14.7%

HSAP Passage Rate by Spring 2013 (%)	
District	83.2%
Districts with Students Like Ours**	87.8%

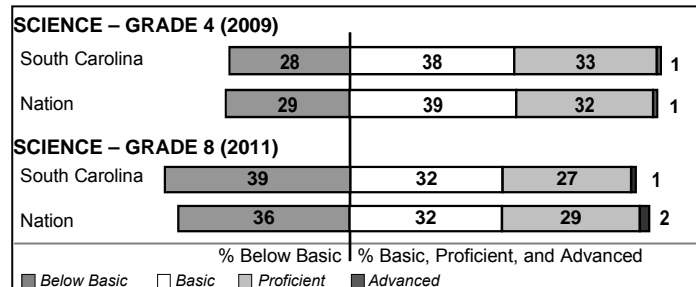
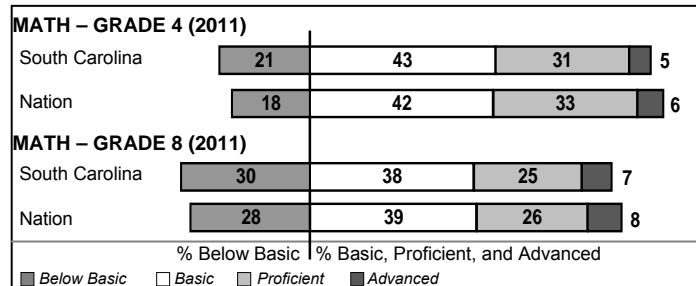
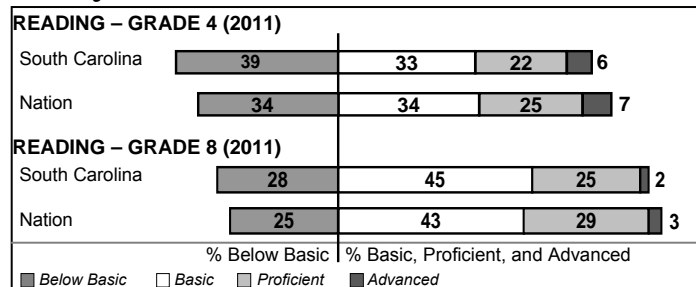
End of Course Test Passage Rate (%)	
District	58.2%
Districts with Students Like Ours**	54.9%

On-Time Graduation Rate (%)	
District	71.7%
Districts with Students Like Ours**	76.6%

** Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.

NAEP*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Orangeburg Consolidated 5 School District

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=6,421)				
Retention rate	2.5%	Down from 3.8%	2.5%	1.9%
Attendance rate	94.0%	Down from 94.5%	95.8%	95.8%
Served by gifted and talented program	4.5%	N/A	5.6%	12.0%
With disabilities	12.7%	N/A	13.8%	12.7%
Older than usual for grade	7.0%	N/A	6.0%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.8%	0.7%
Enrolled in AP/IB programs	11.8%	Down from 19.0%	4.4%	14.0%
Successful on AP/IB exams	N/A	N/A	48.5%	50.5%
Eligible for LIFE Scholarship	29.1%	Up from 26.7%	29.1%	31.8%
Enrolled in adult education GED or diploma programs	47	Down from 90	16	50
Completions in adult education GED or diploma programs	47	Up from 30	15	37
Annual dropout rate	2.2%	Down from 2.5%	2.2%	2.3%
Teachers (n=477)				
Teachers with advanced degrees	71.3%	Down from 73.2%	59.3%	61.4%
Continuing contract teachers	73.8%	Down from 77.7%	71.8%	80.0%
Teachers returning from previous year	84.3%	Down from 86.0%	86.0%	90.4%
Teacher attendance rate	95.6%	Down from 96.5%	94.9%	94.8%
Average teacher salary*	\$47,899	Up 1.4%	\$44,355	\$47,587
Vacancies for more than nine weeks	0.4%	Down from 1.4%	1.0%	0.2%
Classes not taught by highly qualified teachers	0.5%	Down from 2.5%	3.0%	1.8%
Professional development days/teacher	13.4 days	Down from 19.0 days	9.6 days	10.3 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.7 to 1	20.8 to 1	22.2 to 1
Prime instructional time	86.4%	Down from 88.8%	88.8%	89.4%
Dollars spent per pupil**	\$10,977	Down 4.0%	\$10,200	\$9,101
Percent of expenditures for teacher salaries**	48.0%	Up from 47.9%	48.0%	52.0%
Percent of expenditures for instruction**	51.0%	Down from 51.2%	51.0%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	17	Up from 14	6	11
Portable classrooms	0.0%	Down from 0.4%	0.9%	0.9%
Number of schools with SACS accreditation	18.0	Up from 14.0	5.0	10.0
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Average administrator salary	\$79,472	Down 1.5%	\$74,522	\$79,389
Number of charter schools	0	No Change	0	0
ESEA composite index score	70.9	Down from 82.6	65.4	81.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	ESEA Grade
There are no charter schools in this district.			

REPORT OF SUPERINTENDENT

Orangeburg Consolidated School District Five exists to increase learning opportunities for boys and girls in our community. Our primary goal remains the same, which is to build a world-class school system the entire community can be proud of. We remain steadfast in our belief that it is important to build a system that improves student outcomes and helps children reach their full potential. While our state test scores reflect we are headed in the right direction academically; we acknowledge and understand we have not reached our goals yet.

Of critical importance is our vision to create and nurture a World-Class culture of teaching and learning. Everyone working in the district has to have an unwavering commitment to its development and execution of this goal. Our world-class culture of teaching and learning is guided by five Teaching and learning Domains, known as the Five I's: Instruct, Inform, Intervene, Improve and Include. Across the District, we want to explore better ways of assisting students with grasping concepts and understanding instruction. The Instruct Domain encompasses curriculum, planning, instruction, assessment and classroom environment. We must ensure that we know the expected outcome of any task that is approached or any assignment that is given. Rigorous instruction will go a long way toward creating student leadership in our classrooms and toward preparing our students for success on the next level.

Inform, the second major domain, demands that instruction is driven by the data retrieved. Educators must know and make determinations on the two types of data we rely on – quantitative, which is numeric and measurable, and qualitative, which is individual and situational. When educators make use of the varied data sources, it allows them to know whether students grasped the instruction received and provides unique opportunities for educators to Intervene on a student's behalf. The Intervene Domain enables us to determine who needs intervention and who will provide it; the resources available to us, and which are needed; what do we expect from the intervention; and who will determine and monitor the success of the intervention. One of the most important determinations of an intervention is what we do when a student has been successful. It is critical for us as educators to devise plans for our high achieving students, so they may continue to master the skills taught.

The Improve Domain takes on the challenge of and commitment to continuous improvement as a school district, which includes acceleration of student mastery, building on human capital, progress monitoring, providing state of the art resources, and ensuring that every student is safe. Improvement is not a one-time destination, but a constant and never ending journey by district personnel along with all stakeholders. The final domain, Include, begs for involvement from all stakeholders in the district. For our students to be global, productive citizens, the involvement and engagement of all OCSD5 constituencies is absolutely essential. OCSD5 is committed to creating opportunities for community members to share their wisdom and experiences because our collective knowledge is by far more powerful than any one person's. As a district we will open our doors to the community at large, so together we can Build a World-Class School System of which we are all proud.

Cynthia Wilson, Superintendent

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 NI Newly Identified CDI Continuing District Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY District Improvement Status HOLD District Improvement Status
 02/03/14-3805999